DOCUMENT RESUME

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TITLE	Programmed Instruction (Module No. I:D-10 of the Competency-Based Teacher Education Series). Description of Teacher Inservice Education Materials.
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ABSTRACT

The module described is addressed to inservice teachers of all subject areas in the middle and secondary school levels. The goal of this module is to provide learners with sufficient knowledge about programmed instruction to enable them to implement programmed instruction in their classroom. The scope and sequencing of topics is outlined. Information about activities and resources involved in using this product is provided. A critique of the module is presented, and ordering information is supplied. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: PROGRAMMED INSTRUCTION (Module No. I:D-10 of the Competency-Based Teacher Education series)

Publication Date(s): 1972

Intended Users: Preservice and inservice teachers of all subject areas interested in exploring the advantages and disadvantages of programmed instructior

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Grade Level(s): Middle and secondary school

Number: I dividual or group

Primary Focus: The intent of this module is to focus on the uses of programmed instruction.

School subject(s) and/or inservice topic(s) covered:

According to the author, educators need an understanding of programmed instruction, because it is a recent development in education that tends to facilitate learning for some students and promotes active participation for the learner rather than passivity. This module defines the elements and common characteristics of programmed instruction.

What participant does in using the materials:

The user reads the objectives, takes the pretest, reads the rationale, selects an instructional objective, and takes the posttest. If the user passes the pretest, there is no need to continue through the other steps, and the module is competency-based.

Resources:

The module booklet is 26-pages, spiral bound. Approximate time needed for completion of all learning activities is approximately two hours. If the module is used as the basis for a group training program, an instructor will be facilitative in establishing course procedure and in leading group discussion.

Describer critique:

This product offers good (and well-documented) background in programmed instruction and could be used successfully by someone already familiar with the concepts, or as one of several resources for users as yet unfamiliar. Comprehensive references at the back of the module permit further in-depth investigation into the topic.

TS83 educational technology - needs assessment - student learning - competency based education TD

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1.0 PURPOSES:

Rationale

The principle of competency-based education implies that certain needs are identified by those associated in some degree with teacher effectiveness. Objectives are set, means of achieving those objectives are developed and ways in which the learning that takes place may be measured are supplied. The nine modules in this series follow this pattern, and are designed to enhance the instructional strategies and professional competence of teachers.

Goals

The goal of this module is to provide learners with sufficient knowledge about programmed instruction to enable them to implement programmed instruction in their classrooms.

Objectives

Specific performance objectives of this module are:

- To define terms associated with programmed instruction;
- To gain understanding of programmed instruction;
- To write two advantages and two disadvantages of programmed instruction ; and
- To understand and describe the role of the teacher in a programmed instruction setting.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The pretest defines the scope of the module.

1. State, in writing, a definition for:

   a. programmed,
   b. linear program,
   c. branching program,
   d. fading,
   e. cueing,
   f. frame writing, and
   g. terminal frame.

2. Differentiate between linear and branching types of programmed instruction.

3. Differentiate between a program of instruction and the writing found in a regular textbook.

4. Name two uses of programmed instruction.

5. Describe two advantages and two disadvantages of programmed instruction.

6. Describe the role of the teacher when students are using a program of instruction.

Sequence

A sequence is suggested in the instructions for completing the various elements in each module.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

Most of the instructional modules (IM) utilized by the teacher education program of the University of Texas at El Paso follow a similar format: specific instructions are included in each IM. The user reads the objectives, selects an instructional alternative, takes the pretest, reads the rationale, and takes the posttest. If the user passes the pretest, there is no need to continue through the other steps. Should the user fail the posttest, it will be necessary for him or her to recycle and select another instructional alternative and repeat the entire learning process.

3.2 Help given in use of product:

The module is essentially self-contained.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each of the nine modules in this series has a pretest and a posttest which permit the participant to evaluate inservice learning.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The module booklet is 26-pages, spiral bound. Approximate time needed for completion of all learning activities is approximately two hours. If the module is used as the basis for a group training program, an instructor will be facilitative in establishing course procedure and in leading group discussion.

5.2 Distributor name/address:

College of Education
The University of Texas at El Paso
El Paso, Texas 79968

Dr. Phyllis K. Benson
Director, Learning Resource Center
(915) 747-5562

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
CBTE Series of Nine Modules	Total $18.00	no	1/participant	yes
PROGRAMMED INSTRUCTION				
Module No. I:D-10 of the Competency Based Teacher Education Series	$2.00	no	1/participant	yes
OTHER MODULES				
I:D-1 "Instructional Strategies"	2.00	no	1/participant	yes
I:D-2 "Inductive Strategies"	2.00	no	1/participant	yes
I:D-3 "Deductive Strategies"	2.00	no	1/participant	yes
I:D-4 "Instructional Modules: What They Are"	2.00	no	1/participant	yes
I:D-5 "Individualizing Instruction"	2.00	no	1/participant	yes
I:D-6 "Tutoring"	2.00	no	1/participant	yes
I:D-7 "The Open Classroom Concept"	2.00	no	1/participant	yes
I:D-8 not included				
I:D-9 "Use of Community Resources"	2.00	no	1/participant	yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The author of this module is Velma Lou Davis, assistant professor in the Department of Curriculum and Instruction in the College of Education at the University of Texas, El Paso.

6.2 How developed and when:

This product was field tested on the campus of the University of Texas at El Paso, both with inservice teachers taking courses and with preservice undergraduate students doing their practicum. Some of the exercises were simulated with peers. The module was revised one year after its original development, based on feedback from the field.

6.3 Evidence of effectiveness with users:

As part of the development of the product, revisions were made one year after its initial publication. Since those revisions were made, no formal instrument designed to measure effectiveness with users has been developed, nor is such information available.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This resource will enable the user to acquire a good basis of the principles of programmed instruction and an awareness of the possibilities of using such an approach. Whether this resource will provide sufficient information to allow users to apply this instructional approach depends to some degree on the prior knowledge of the user. This product is widely adaptable with regard to users, grade levels and subject areas, depending on the situation in which it is being used. The technical quality of this material is adequate. It is mimeographed and spiral-bound.

Content accuracy/social fairness/community acceptance issues:

The module is well documented in its factual presentation and is fairly comprehensive in spite of its compact format. It shows no evidence of ethnic or sex bias. Its content may present controversy only in a situation where there is basic disagreement with programmed instruction as an instructional approach.

Overall summary/comment:

This product presents the concept of programmed instruction, based on reliable sources (to which the author refers frequently). Whether it could be used as the only source for implementing a programmed instruction approach by someone otherwise not familiar with the concept is open to question. It does, however, point to the advantages and merits of the approach, as well as its shortcomings, and could be useful as one of several resources or as a review product. The subject can be investigated in greater depth by turning to the references conveniently supplied by the author.

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